

# Comprehensive Program Review

## A. Department Information

### Mission

Please enter your department's mission statement here.

The De Anza College Music Department provides a comprehensive music program to a diverse community of students for transfer universities and conservatories as well as general education. The department provides courses and events for students majoring in music as well as those who are undecided, taking music courses as electives or general education requirements, and lifelong learners.

How does your program mission statement relate to the mission, vision and values of the college? (<https://www.deanza.edu/about-us/mission-and-values.html>)?

- Communication and expression are at the core of our program's mission, and musical communication, whether in the context of beginning-level classroom voice or instrumental instruction, solo and ensemble performance, or comprehensive musicianship remains the foundation of our mission and are reflected in our Learning Outcomes.
- Physical/mental wellness and personal responsibility are well documented aspects of music study, particularly in the performing areas, and our Program Learning Outcomes reflect a commitment to both listening and "hands on" experience at both the AA and Program levels. While the well-being aspect of the college's core competency might be obvious, it's also important to note that any sort of ensemble performance requires a high level of commitment and responsibility to the group in order to succeed.
- Critical thinking is a necessary component of music learning, interpretation, analysis and composition, and is integral to several of our Learning Outcomes. Additionally, our GE Introduction to Music courses require that students synthesize and evaluate information, as well as to think critically about the roles that greater historical, social, and political trends play in the development of musical styles and cultures.

### Program Goals

Enter 1-3 goals for your department to be achieved by spring 2027. Each annual reflection will ask your department to report on progress in meeting your goals. Each goal should be aligned to your department's mission and the college mission. All resource requests and personnel requests should be aligned with your program's mission and goals.

Goal title	Goal description	Responsible parties	Collaboration with	Guided Pathways engagement	What evidence will be used to monitor progress?	How will you assess achievement of the goal?
Continue to grow enrollment	Continue to grow enrollment across music courses in order to bring back key programs such as jazz, electronic music and specialty groups such as women's chorus and early music ensemble.	Department Chair, Dean, VPI, Outreach	Collaborate with Outreach to recruit in the high schools, and community groups such as Rotary. Collaborate with IR, Outreach, and other areas to recruit students into Music classes	Provide	Continued growth in enrollment	Through monitoring enrollment
Establish a Transfer Degree	In order to offer a transfer degree we need to restore Music25 (private lessons)	Department Chair, Dean, VPI	Division deans to use division money to pay for private lessons providers			
Offer music certificates	Begin to offer music certificates	Department Chair, Dean, VPI				

### Changes Imposed by Internal/External Regulations or Factors

Are there factors unique to your program that may affect your enrollment, success rates or staffing that RAPP should be aware of? (e.g., curriculum changes, program reorganization, noncredit curriculum, loss of personnel, legislative mandates, etc.)

In order to offer the ADT in Music we need to be able to offer Music25 with individual music instruction. We are required to pay for individual providers, and have not had a budget to do so, therefore cannot offer the ADT at this time. We see the ADT degree as an important option for Music students to able to transfer with junior standing. It is also important to be able to attract students to the program which will help grow enrollment.

## B. Enrollment Trends

### Enrollment Variables and Trends

Enrollment Trends Creative Arts - Music-DA						
	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
Unduplicated Headcount	1,191	1,058	877	649	675	-43.3%
Enrollment	1,704	1,534	1,222	970	1,072	-37.1%
Sections	124	111	86	71	74	-40.3%
WSCH	2,109	1,965	1,540	1,222	1,330	-36.9%
FTEs (end of term)	143	133	104	83	89	-37.8%
FTEF (end of term)	4.7	4.3	3.4	3.2	3.0	-36.5%
Productivity (WSCH/FTEF)	451	459	458	378	448	-0.6%

In the data table above, what does the Enrollment trend indicate? For definitions of enrollment terms, please see the glossary (<https://www.deanza.edu/ir/documents/Glossary.pdf>).

- the data trend shows an increase in Enrollment
- the data trend shows a decrease in Enrollment
- the data trend shows no change and/or flat in Enrollment

### Reflect on Enrollment Trends

Discuss the factors that would help the college understand your programs' enrollment trends. How may these trends align with your program mission and goals?

While enrollment has declined from 2018-19 to 2022-23, enrollment has grown from 2021-22 to 2022-23. We lost many courses during the pandemic that we could not offer online, and have now begun to offer nearly all sections back. We do have fewer overall sections, but those sections are filling when they are offered and we have been able to add more. We see potential growth in our area as we recover from the pandemic.

# CTE Programs - Statewide and Regional Labor Market Trends

CTE Programs Only

1. Review and summarize the Lightcast Analyst Occupational Outlook data for your CTE program (<https://foothilldeanza.sharepoint.com/:f:/s/dactedepartments/EiRTueQ8GrNLqtlQw2twpsBMFCs7X5djTVeo6Jss3W0Jg?e=1ybpmY>).
2. Cite current industry trends.
3. Provide an overview of your program advisory committee's recommendations relating to existing and new course and certificate/degree offerings. Cite additional data when applicable.

N/A

## D. Course Success

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### Course Success

Music-DA

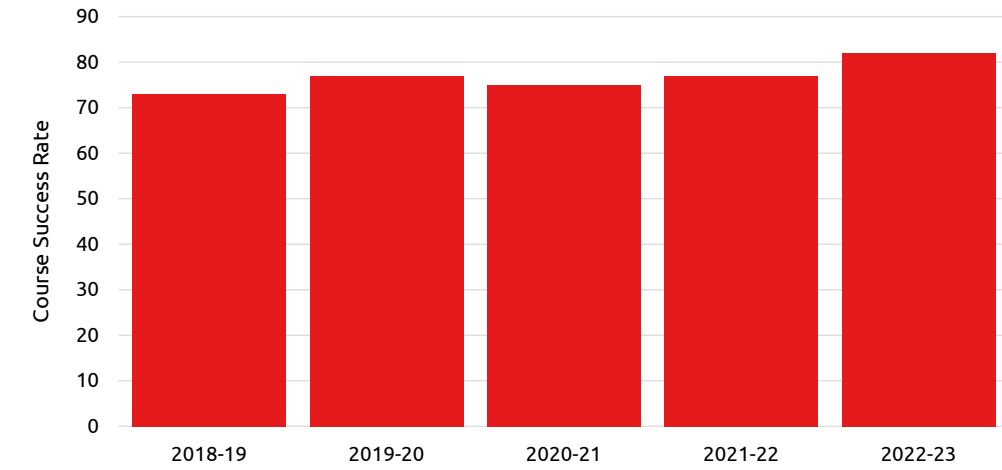
**Who uses this report:**

All users who want to further explore their enrollment or course success data.

**What is this report:**

This report is an extension of the Program Review Data Sheet. It has additional student characteristics and users can compare two groups of students at the same time.

Limits:



Limits:

Measures: Enrollments and Course Success Rate and Success Count

	2018-19			2019-20			2020-21			2021-22			2022-23		
	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count
<b>Measures</b>	1,704	73%	1,242	1,534	77%	1,186	1,222	75%	917	970	77%	750	1,072	82%	884

Data loaded 17-Aug-2023

In the data table above, what overall trends are you seeing in Course Success?

- the data trend shows an increase in Course Success
- the data trend shows a decrease in Course Success
- the data trend shows no change in Course Success

### Exploring Course Success Rate Trends

1. What could be factors that influence success rates in your department?
2. What strategies does your department have in place to increase or maintain current success rates?
3. Are there other trends that you see when exploring different courses in the same department (How to access success rates by course: [https://www.deanza.edu/ir/documents/How\\_to\\_Access\\_Your\\_Program\\_Review\\_Data.pdf](https://www.deanza.edu/ir/documents/How_to_Access_Your_Program_Review_Data.pdf))
4. How do course success rate trends align with your program goals?

As can be seen above, there is large improvement in course success over the past year. We have been focusing on offering more tutoring and one-on-one support through office hours and individual outreach and follow up with students. We are also setting up study groups and working with individual groups with student leaders assigned to the group. The student leaders serve as mentors and gain leadership skills. We feel these wrap around services are really working to support our students, as exemplified in our success rates. It also assists us as instructors in supporting students when we have fewer overall instructors due to retirements.

## Course Success with Disproportionate Impact (credit and non-credit)

Limits: 2022-23

**Who uses this report:**

All users who want to explore student equity and disproportionate impact in course success.

**What is this report:**

This report highlights student groups with a negative percentage point gap and student groups experiencing disproportionate impact. Data reflects credit sections. Student groups with "N/A" enrollment denotes suppressed data.

**How to interpret the data:**

A negative percentage point gap means a student group has a lower success rate than the comparison group consisting of all students not in the student group being examined. When a student group is experiencing disproportionate impact, this means that (1) there is a negative percentage point gap and (2) this gap is unlikely to be due to chance. Programs are encouraged to prioritize discussions and address the student groups experiencing disproportionate impact.

**New features:**

To display only student groups with disproportionate impact, click on the link "Click here to show only groups with disproportionate impact." To add a comparison unit that is one level higher (e.g., course level compared to department level), **be sure to select a college, division, department or course**, then click on the link "Click here to show and compare disproportionate impact with [X]".

**Success rate**

The number of students receiving an A, B, C or P grade divided by the total number of students receiving a grade. Rate is rounded.

**Comparison success rate**

The success of all students except for the group being examined (e.g., the comparison success rate for Latinx students is the success rate of all students who are not Latinx). Rate is rounded.

**Additional successes needed to erase percentage point**

This value provides a way for practitioners to think of gaps in terms of student successes, and illustrates the number of additional successes needed to avoid a percentage point gap.

**Legend:**

**Yellow:** Student groups experiencing a negative percentage point gap that is not statistically significant

**Orange:** Student groups experiencing disproportionate impact according to the Percentage Point Gap Minus One (PPG-1) method<sup>1</sup>

Currently showing all groups. [Click here to show only groups with disproportionate impact.](#)

[Click here to show and compare disproportionate impact with .](#)

Hide cells with fewer than  students

Creative Arts - Music-DA						2022 Summer to 2023 Spring
Number of sections: 74						
Student group	Enrollment at census	Student group success rate	Comparison success rate	Percentage point gap	Chart	Additional successes needed to erase percentage point gap
All Students (Music-DA, 74 sections)	1,072	82%	82%	0		
Asian	465	87%	79%	+8		
Black	38	61%	83%	-23		9
Filipinx	63	86%	82%	+3		
Latinx	225	70%	86%	-15		35
Native American	N/A					
Pacific Islander	N/A					
Unknown ethnicity	60	90%	82%	+8		
White	214	87%	81%	+6		
Female	480	81%	83%	-2		9
Male	558	82%	82%	0		1
Non-Binary	0					
Unknown gender	34	97%	82%	+15		
Foster youth	N/A					
Individuals with disabilities	48	90%	82%	+7		
Low Income	398	76%	86%	-10		42
Not Low Income	674	86%	76%	+10		
Veterans	N/A					

<sup>1</sup>The PPG-1 method follows the CCCCO method for calculating disproportionate impact. Disproportionate impact is when (1) a student group's PPG value is less than -2 (e.g., -3, -4, -5, etc.) and (2) the absolute PPG value is greater than the calculated margin of error. PPG is calculated by comparing a student group's success rate against the success rates of all students except for the group being examined (e.g., Latinx PPG is Latinx success minus the success of all students except for Latinx students).

In the data table above, what does the data indicate about the Success rate of various ethnic groups within your department compared to the comparison group for the most recent academic year? (i.e., as displayed in the Percentage point gap column)

The Percentage point gap between Asian students and all other students shows:

- there is no gap (e.g., 0)
- there is a negative gap of 5-percentage points or less (e.g., -5)
- there is a negative gap greater than 6 percentage points (e.g., -6)
- there is a positive percentage point gap (e.g., +2)

The Percentage point gap between Black students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap between Filipinx students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points

there is a positive percentage point gap

The Percentage point gap between Latinx students and all other students is:

there is no gap

there is a negative gap of 5-percentage points or less

there is a negative gap greater than 6 percentage points

there is a positive percentage point gap

The Percentage point gap between White students and all other students is:

there is no gap

there is a negative gap of 5-percentage points or less

there is a negative gap greater than 6 percentage points

there is a positive percentage point gap

The Percentage point gap of one additional group of your choice:

there is no gap

there is a negative gap of 5-percentage points or less

there is a negative gap greater than 6 percentage points

there is a positive percentage point gap

not applicable

## Exploring Gaps in Successful Course Completion by Ethnicity

1. What differences do you see in successful course completion rates by ethnicity?

2. What are your thoughts on these differences?

3. Are there other trends that you see when drilling into the data that may be important for your department to explore (e.g., foster youth, individuals with disabilities, low income, veterans)?

4. Which additional student group did you choose to explore and why?

5. How do these trends align with your program's mission and goals?

1. Whites, Asians and Philipinx perform above the average. Latinx and Blacks perform under the average.

2. This is a common societal trend based on social and economic disadvantages and advantages in various communities.

3. No.

4. Those who did not identify with gender or with race also tended to perform at a higher level than the average student. There are a lot of them in the music department and we are an accepting and nurturing environment.

## Teaching and Learning Strategies

1. What teaching and learning strategies might be helpful in narrowing any gaps in successful course completion?

2. How do the listed teaching and learning strategies align with your program's mission and goals?

Continuing to develop student leadership, which simultaneously helps those who need extra help. One student gets experience teaching and the other gets the needed tutoring.

## Trends in Awards

saved report - pivot

## Degrees and Certificates by Ethnicity

Music-DA

### Who uses this report:

All users who need degree and certificate data.

### What is this report:

This report provides the degree and certificate counts by college, division and department. Additionally, all users could explore degree and certificate awarded by ethnicity and gender.

Measures: Awards

Award Group	Ethnicity	2018-19	2019-20	2020-21	2021-22	2022-23
Associate in Arts	Asian	2	1	1	1	3
	Black	1				
	Filipinx	2				
	Latinx	2		1		
	White	2	1			
<b>Total</b>		9	2	2	1	3
<b>Total</b>		9	2	2	1	3

Data loaded 24-Oct-2023

In the data table above, what are the trends in regard to the number of awards within your program?

Trends in Associate Degrees awarded show:

an increase in the number of Associate Degrees awarded

a decrease in the number of Associate Degrees awarded

no change in the number of Associate Degrees awarded

Not applicable

Trends in Associate Degrees for Transfer awarded show;

- an increase in the number of Associate Degrees for Transfer awarded
- a decrease in the number of Associate Degrees for Transfer awarded
- no change in the number of Associate Degrees for Transfer awarded
- Not applicable

Trends in Credit Certificates awarded show:

- an increase in the number of Credit Certificates awarded
- a decrease in the number of Credit Certificates awarded
- no change in the number of Credit Certificates awarded
- Not applicable

Trends in Non Credit Certificates awarded show:

- an increase in the number of Noncredit Certificates awarded
- a decrease in the number of Noncredit Certificates awarded
- no change in the number of Noncredit Certificates awarded
- Not applicable

## Reflecting on Trends in Awards

1. What trends do you see across awards in your department?
2. How do the trends in awards align with your program's mission and goals?

The department enrollment is increasing significantly, both for major and non-majors. Comprehensive Musicianship, the two-year course sequence for music majors, needs to remain strong. Christina agreed that averaging numbers is acceptable. Also, pipeline and capstone classes need to be offered at any enrollment number. With instructor guidance, students can complete these (and the other required) courses and receive their AA as well as transfer to conservatory or university.

In addition, we need to restore the private lessons offered as Music 25. These lessons are necessary for students to receive a transfer degree and/or be qualified to transfer to a four-year institution as a junior working on the bachelor of music degree. The outgoing dean had agreed to pay approximately \$600 per student / per quarter (within a yet to be determined limit) in order to revive the lessons.

We would like to add some certificates to the offerings and provide CTE training. Some ideas are: early childhood music, certificates of community instruction (for piano, violin etc). This will also help continue to grow enrollment.

## Reflecting on Award Offerings

1. For each program leading to an award, identify any courses that have not been offered in the last two years. Briefly explain why the courses have not been offered. For courses that will not be offered, how does your program plan to update the program so that students can complete the requirements?
2. Based on a review of course offerings and the number of awards offered and conferred, is your department planning on removing any degrees or certificates from the college catalog? If so, please list those being removed and a short explanation as to why.
3. Does your department have any plans to offer new degrees or certificates? If so, please list and provide a short explanation as to why.

We need more FTEF and more courses. Courses which used to be offered regularly are now offered every two years. There include ensembles such as jazz band and mariachi. Other courses offered every two years are electronic music, jazz piano, music business, composition, conducting, songwriting, and others. In addition, some courses are only offered once a year and we have gone down to one or two sections in our applied music offerings (piano, voice and guitar). Continued spiraling FTEF reductions and department reduction from 6 full timers to 1 full timer over an eight year period have significantly reduced the number of courses we have been offering. We know courses will make. We just need to be able to offer them.

We plan to add various certificates. Some ideas are: early childhood music, certificates of community instruction (for piano, violin etc).

## Staffing Trends

### Faculty Workload

Faculty Workload Creative Arts - Music-DA						
	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
Full Time Load	2.5	2.1	1.3	1.9	1.0	-61%
Full Time %	52.6%	49.3%	39.9%	59.0%	32.6%	-38%
Overload	0.1	0.1	0.1	0.0	0.0	-100%
Overload %	1.2%	1.3%	1.6%	0.0%	0.0%	-100%
Part Time Load	2.2	2.1	2.0	1.3	2.0	-7%
Part Time %	46.2%	49.4%	58.5%	41.0%	67.4%	46%
Total FTEF	4.7	4.3	3.4	3.2	3.0	-37%

What trends do you see in the last five years in regard to the Full Time %? (i.e., percentage of classes being taught by full time faculty, not including overload or summer)

- the data trend shows an increase in Full Time %
- the data trend shows a decrease in Full Time %
- the data trend shows no change in Full Time %

## Staffing Needs

Provide a brief overview of your department's staffing needs. Personnel requests are to be submitted on a separate form.

1. What are full time faculty needs to ensure the program's health, growth or vitality?

2. What are classified staffing needs to ensure the program's health, growth or vitality?
3. What strategies does your program have in place to ensure students are being successful when faced with the current staffing ratios?
4. What strategies does your program have in place to retain new faculty, if applicable?

Five retirements - no replacements. I am now the only FT faculty member. I understand the reality of the day and if we could even get just ONE new FT member it would be very helpful and we could provide students with nearly everything they would need going through our program.

We desperately need a librarian to help us deal with five libraries of music. We have been having volunteers help with the choral library. However, the various instrumental libraries are in need of organization. A full-time staff accompanist would allow us not only to guarantee their services for the choral groups, but also work with solo singers for recital and for the ADT.

Our part-time faculty are doing above and beyond their fair share in work related to recruitment and retention, as well as tutoring and extra equity related work. I am charged with revising 17 classes this year, for example, most of which are not my music area of specialty. We do lots of other work such as performances for the community, festivals, music for enrollment day, and recording.

## Assessment Cycle

### Student Learning Outcomes Assessment Cycle

Navigate to <https://www.deanza.edu/slo/#post> which will take you to an accordion listing of SLO assessments under "Student Learning Outcomes and Assessments Summaries by Division"

1. Summarize the dialogue that has resulted from SLO and/ or PLO assessments.
2. What specific strategies has your department implemented, or plan to implement, based on the results of the SLO/PLO assessments conducted?
3. How do these strategies align with the program's mission and goals.

I am the only full time member of the department and am overwhelmed. There has been no conversation about SLO and PLO assessments. It is difficult to get part timers together when it is not their job and when they have other jobs. It would be nice to have another FT colleague in music to help with these vast and important responsibilities.

## Dean/Manager Comments

[object Object]

**STOP. Do not submit form. Please inform your dean/manager when the form is complete. They will submit the form when they have added their comments above.**

This form is not yet ready.